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ABSTRACT

Two possible approaches for teaching Asian studies at the elementary level are provided in this teaching guide. Focus is upon presenting selected, crucial aspects of Indian and Chinese culture to students who then compare cultural differences and likenesses. Cognitive and affective objectives are incorporated into the curriculum and, moreover, a paradigm for measuring cognitive and emphatic understanding of significant elements of Chinese and Indian cultures provides the teacher with an index of the degree of success or failure of this approach. The unit on China employs case studies of Chinese communities through which students study the physical setting, real life, and the ideal life of a Chinese community. Students are introduced to the rural and urban subcontinent in the unit on India by planning a vicarious trip to India in which each student begins to investigate what he takes along the trip as an insight into his own culture. Each unit suggests appropriate concepts to be developed, an outline of content, and a variety of instructional activities. A bibliography is included describing available, multi media materials on China, India, and Asia. (SJM)

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Service Center Papers on Asian Studies

No. 3

INTRODUCING ASIAN STUDIES IN ELEMENTARY EDUCATION: CHINA AND INDIA

By
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April 1972

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STATEMENT OF PURPOSE

This is one of a series of papers of the Service Center for Teachers of Asian Studies, which was established by the Association for Asian Studies (AAS) in 1971. The Center came into being as a direct response to the long-felt need of the AAS to give more attention to the needs of the secondary and elementary school teachers who are teaching about Asia. The Center's primary activity is to act as a clearinghouse, to collect and classify all the existing materials on Asia, and to give guidance to teachers of all levels as to the best available materials for the particular needs of a given teacher or a given school situation. One of the ways of achieving this aim is the publication of this present series of papers.

It should be stated at once that while the Center is making these papers available to interested persons, the expressions of opinion and views contained in each of these papers should be attributed exclusively to their specific authors. The Center and the Association neither endorse nor advocate necessarily the author's positions and opinions.

In the future it is hoped that the Center will expand its activities to serve every legitimate need of all school teachers dealing with Asia. At this initial stage, however, the greatest immediate need seems to be to provide some information on and guidelines to the large amount of existing materials, many of them created for very different, though equally legitimate, purposes. By means of these papers, which seeks to present a variety of individual views, and by means of individual and group consultations, the Center seeks to assist all teachers in the important task of introducing to American school children the vast and varied part of human concern which is contained in the past and present of Asian experience.

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Asian Studies

FOREWORD

For too long, Asian studies in the elementary school has been relegated to a lowly position in the hierarchy of so-called priority issues in social studies education. Perhaps those educators and Asianists who equate elementary school with "elementary" learning are at fault. Many educators, however, realize that if headway is to be made in the cognitive realm of Asian studies education, a corresponding, or perhaps earlier success will have to be met at the affective level.

It is, therefore, a pleasure to encounter a model for Asian studies in the elementary school which encompasses these two themes and endeavors to offer a solution. Through an exciting multi-dimensional approach, James Hantula has created a sophisticated and viable paradigm for measuring cognitive and empathic understanding of significant themes in Chinese and Indian cultures.

The unit on China employs various case studies of Chinese communities, i.e., a mainland community, an island community, an overseas community in Asia, and an overseas community in the United States. The behavioral goal of empathy is evaluated by use of a pretest which helps alert the teacher and the students to the existing level of empathic understanding in the class. By developing a series of generalizations to be used before and after the unit, the teacher should have some index of the degree of success or failure of this empathic approach. Each student responds to the generalization by using a five-point scale, designated: all, most, about half, few, or none. The consistency of his response to the series of generalizations indicates the student's level of empathy.

In the unit on India, students are introduced to the rural and urban subcontinent. By planning a vicarious trip to India, the student begins to investigate what he takes along on the trip by way of his own culture. Employing the same general format as in the unit on China, students are again evaluated as to their level of empathic understanding.

Unlike many creative suggestions that frequently cannot be implemented because of lack of data or materials, Hantula offers an exhaustive list of multimedia materials with which to implement the projects. Providing us with such a "resource data bank," he affirms, at the outset, that the differences between societies are as significant as the similarities, and should not be overlooked.

Danial F. Davis
Associate Director
Service Center for Teachers
of Asian Studies

INTRODUCTION

A distinctive methodology for teaching about Asia has yet to be devised. However, two approaches which have proven successful in the elementary classroom are the following social studies units on China and India. Designed for use by teachers of the middle grades, The Chinese Community and India Is People, focus on selected, crucial aspects of their respective cultures. In the unit on China, elementary students are introduced to the Chinese community. In the unit on India, elementary students are introduced to rural and urban India. Moreover, each unit suggests appropriate concepts to be developed, an outline of content, and a variety of instructional activities. Following the units is a bibliographic essay describing available, printed materials on China, India, and Asia.

THE CHINESE COMMUNITY

In this unit, students begin their study by an examination of the physical setting of the Chinese community. A variety of activities and audio-visual materials acquaints the student with China's location, landforms, rivers, topography, climate, agriculture, industry, and distribution of people. The second phase of their study focuses upon real life in the Chinese community. Especially helpful during this phase are case studies of various Chinese communities including a mainland community, an island community, an overseas community in Asia, and an overseas community in America.

In addition, the teacher introduces sensitivity training procedures to the student. Of the cluster of relatively independent components which make up sensitivity, the components of level and empathy are most appropriate for beginning training. In regard to level, a pre-test of the level component would be helpful in alerting the class and teacher to the existence of level. A useful technique is the development of a series of generalizations about the Chinese. To each generalization, the student responds by using a five point scale designated: all, most, about half, few, or none. The consistency of his responses to the series of generalizations would indicate the student's level.

As to empathy, the teacher seeks to establish a feeling of similarity by the student with the Chinese. But as no one group is completely similar, the teacher also alerts the student to the differences between the Chinese and himself. Again, a pre-test aids the teacher in this task. A useful device is a list of common personality traits. To each trait the student responds as would a typical Chinese and as a typical American. By tabulating the responses which were identical, and empathy score is determined.

During the course of the study, the test is administered again to determine the change, if any, in the student's empathy for the Chinese.

The third and final phase of study focuses upon the ideal life of a Chinese community. Although many ideals have been followed by the Chinese, the most pervasive ideal has been Confucian. To acquaint the student with Confucius, a case study is most helpful. Further, discussion and slides of the Teacher's Day celebration provide a rough measure of Confucius' influence in the Chinese community today. In brief, this approach is a study of different Chinese communities which share a distinctive cultural heritage and a common humanity.

The study proceeds in three phases as noted below:

I. The Setting

II. Real Life

III. Ideal Life

During each phase, the following concepts are introduced:

I. The Setting

1. Natural barriers have isolated China from the rest of the world throughout most of its history.

2. China is politically divided into two nations: the Chinese People's Republic (mainland China) and Taiwan (island China).

3. Chinese civilization has developed around the great rivers of China.

4. China suffers from a scarcity of arable land.

5. China's potential as an industrial power is limited.

6. Agriculture and industry differ between North and South China.

7. China is the most populous country in the world.

II. Rural Life

8. In China, most people are farmers.

9. In China, the life cycle is distinctive.

10. Patterns of living differ within rural and urban communities.

11. Patterns of living differ between rural and urban Chinese communities.

12. The Chinese community is found in Asia and America.

13. Patterns of living differ between communities in China and overseas Chinese communities.

14. Rural and urban Chinese communities are becoming more modern.

III. Ideal Life

15. The Teachings of Confucius are one source for the Chinese ideal life.

16. Confucius taught the "five relationships" as the ideal way for man to become humane.

17. In the ideal Chinese community, the clan is the source of personality, status, and values.

18. The ideal life taught by Confucius continues to influence many Chinese communities.

19. The ideal life taught by Confucius is rejected by some Chinese communities.

20. The Chinese community is undergoing change.

In order to develop these concepts, the content of the study includes:

I. The Setting

1. Location and Neighbors
   A. Asia
   B. Eastern Asia
   C. between 25 and 50 degrees north latitude
   D. North of the equator
   E. separated from the United States by the Pacific Ocean

F. mainland China - Communist China
G. island China - Nationalist China (Taiwan)
H. northern neighbors are the U.S.S.R., Mongolian Republic, Korea
I. southern neighbors - India, Nepal, Pakistan
J. southeastern neighbors - Vietnam, Cambodia, Thailand, Indonesia, Malaysia, Burma
K. island neighbors - Japan, Philippines
L. port neighbors - Singapore, Hong Kong

2. Landforms, Rivers and Climate
   A. Greater China (mainland) - regions
      1. Tibet
      2. Sinkiang
      3. China Proper
      4. Inner Mongolia
      5. Manchuria
   B. landforms and rivers
      1. Himalaya Mountains
      2. Gobi
      3. Yellow River
      4. Yangtze River
      5. Si River
   C. topography
      1. hilly countryside
      2. lowland area in the eastern part of China
      3. mountainous terrain in the outlying regions
      4. unproductive lands in the outlying regions
      5. variation among the regions
   D. climate and soil
      1. rainfall
      2. danger of floods
      3. monsoons
      4. loess soil
      5. amount of arable land

3. Agriculture, Industry, and People
   A. agriculture
      1. major way of making a living
      2. traditional method of farming
      3. much of the land is low grade and requires machinery for increased production
      4. food shortages
      5. major areas of production
         a. China Proper
            (1) terracing as a farming method
            (2) major crops
               (a) rice - South China
               (b) wheat - North China
            (3) use of hand labor
            (4) scarcity of machinery and level land
            (5) majority of farmers live in China proper

B. industry
1. large mineral resources except for oil
2. limited scale
3. two types
a. handicraft
b. factory
4. location
a. villages
b. cities of North China
c. region of Manchuria
5. transportation
a. short haul
b. long haul

C. people
1. population
2. rural and urban population
3. location - eastern part of China
4. major cities
a. capital
b. over a million in population
c. location
5. most people live near the best farm land in China Proper

II. Real Life

4. The Rural Community
A. an example
1. location - Northern Shensi
2. land
3. climate
4. homes
a. earth caves
b. stone caves
5. life cycle
a. growing up
b. marriage
c. clan
d. making a living
e. recreation
f. religion
g. education
h. at age 60
6. people of the community

B. other rural communities
1. mainland China
2. island China
3. common features
4. traditional rural community
5. modern rural community

4. New York
5. Iowa
   a. Des Moines
   b. Waterloo/Cedar Falls

III. Ideal Life

8. Confucius - the Great Teacher
   A. biographical sketch
      1. born during the Chou dynasty
      2. employed by the state
      3. as teacher and author
      4. fame after death
   B. personal goals
      1. bring peace and order to his age
      2. establishment of a "Confucian" ruler
      3. teaching of young people
      4. writing and editing the Classics
      5. a success or failure?

9. The Ideal Community
   A. teaching of Confucius
      1. by nature, men are alike
      2. man's goal is to become humane
      3. learning as the highest form of activity
      4. return to virtue is necessary to solve the problems of the day
      5. the "5" relationships
   B. the typical Chinese community
      1. the typical Chinese
      2. his personality
      3. his status
      4. his values
      5. clan and the Chinese community

10. Real Life and Ideal Life
   A. rural and urban communities
      1. mainland China
      2. island China
      3. in Asia
      4. in America
   B. traditional and modern communities
      1. mainland China
      2. island China
      3. in Asia
      4. in America
   C. Confucius and the Chinese community
      1. Teacher's Day Celebration
      2. a symbol of the old ways and cultural continuity
      3. as a guide for industrial communities
      4. as a guide for peace
      5. the continuing importance of the ideals of Confucius

Moreover, appropriate instructional activities are necessary to student understanding. Initiatory activities for the unit include:

1. Show slides of the Teacher's Day celebration in Taiwan.
2. Indicate the location of the two Chinas by use of a map of Asia.
3. Direct the students to identify a mystery place for the next unit of study. The mystery place could be indicated by an outline map on a bulletin board, transparency, and/or a student map. Give clues to the identity of the mystery place during class discussion.
4. Ask the students to write a letter to a mythical Chinese friend. In the letter, direct the students to ask questions about the community in which the Chinese friend lives.
5. Display postage stamps from around the world and ask the students to identify the stamps from China. A first day cover showing the Grand Hotel is available from the Taiwan government.
6. Conduct a survey of all the Chinese things students see in their own community. Include in the survey things seen on television as well as places of business.
7. Play a recording of the national anthem of the United States and then a recording of the national anthem of Nationalist China. Contrast and compare the recordings in order to stimulate student questions about China.
8. Read from a current travel account of travel to China.
9. Ask the students to draw their image of Chinese community life. Later display their drawings on a bulletin board.
10. Bring a sample of Iowa's loess soil to class and ask the students to identify its source. In order to do so, request the students to bring samples of local soil for comparison. Upon identifying the loess soil, initiate discussion of possible farming techniques and community life; then contrast the Iowa community with the Chinese community.

Developmental activities of the unit include:

1. Direct the students to locate and identify the two Chinas and their neighbors on an outline map.
2. Make a transparency on China to indicate the setting of the Chinese community.

3. Also use the AEVAC transparencies China in discussing the setting of the Chinese community.

4. Display visual materials such as the Fideler Visual Teaching Aids "China" to portray life in China.

5. Make up several transparencies to indicate graphic information such as annual rainfall in China, landform map, and urban population of China.

6. Show a series of slides of a Chinese rural community. A useful source on the rural Chinese community is Jan Mrydahl's Chinese Journey (New York: Pantheon, 1965).

7. Present a hypothetical situation to students and have the students play various roles of leader, soldier, poor peasant, rich peasant, and merchant. One possible situation might be a rural village where one half of the people were poor peasants and the rest were merchants, soldiers, and rich peasants. Ask the students to indicate the kinds of problems with which they might be faced and how they might go about solving these problems.

8. To illustrate life in China today, show the Bee filmstrips on China.

9. Contrast and compare a rural community in Iowa with a rural community in China.

10. Contrast and compare Cedar Falls, of 1868 with a Chinese rural community. A print of Cedar Falls of 1868 is available from the Cedar Falls Utilities.

11. Pictorial materials on Chinese homes will be found in the Eyegate filmstrips Homes Around the World and More Strange Homes. Use these filmstrips in discussion of the life cycle of a Chinese.

12. For examples of children of China, use the filmstrip Encyclopedia Britannica Children of China.

13. Utilize "creative dramatics" by having the children play the role of Chinese children from a rural school going to visit the capital city.

14. Have the students role play the part of a Chinese leader in a Chinese community. Ask them to suggest solutions to the problems of food shortages, floods, bandits and sabotage.

15. Show slides of Taipei, the capital of Taiwan. Commercial slides of Taipei are available from Taiwan.

16. An alternative urban community in the capital city of mainland China. For illustrative materials, use the Life filmstrip Peking.

17. Growing up in China can be illustrated by use of the Eyegate soundtape Ling-wu and Che-Tsoo.

18. Read from Pearl Buck The Chinese Children Next Door (New York: Doubleday, 1942), or a similar story which indicates a salient feature of Chinese family life in an imaginative fashion.

19. To illustrate the art and culture of China, show the Bear filmstrip on China.

20. Draw several Chinese characters and briefly discuss the difference between spoken Chinese and written Chinese.

21. Divide the class into four groups and have each group read a case study written by the teacher on a Chinese community. Then have each group report back to the class indicating their impressions of the community.

22. Visit a museum to view Chinese artifacts including a model Chinese community.

23. Use two slide projectors and show two sets of slides simultaneously. In discussion of the urban Chinese community, show a series of slides on Taipei on one projector. Simultaneously, show a series of slides on an American city on a second projector.

24. Contrast and compare an urban community in Iowa with an urban community in China. An excellent source of information on the urban community in Iowa is the series of articles "Cities of Iowa: 1985" which appeared in the Des Moines Register October 13, 1968 to January 12, 1969.

25. Use the Bee filmstrip Hong Kong to illustrate a Chinese community in Asia.

26. Have the children read a brief biography of Confucius written by the teacher.

27. Show the Life filmstrip The Faiths of China during discussion of the ideal life in a Chinese community.

28. Role play with the students by having the teacher as Confucius and the students as the disciples of Confucius. Have each student prepare a question he would like to ask of Confucius. Teacher response would be in the context of the Analects.

29. Tell several of the stories of Confucius such as Helena Kuo Giants of China (New York: Dutton, 1964).

30. Discuss with the class the qualities of a good teacher. Then apply the qualities suggested in class to Confucius to determine if Confucius was a great teacher.

31. Bring several model car kits to class. Divide the class into several groups and ask each group to assemble the model car according to the teachings of Confucius. After several minutes of frustrated activity, discuss why the teachings of Confucius do not help in assembling a model car or for a nation to industrialize. Pose the question: If you wanted to build cars, would you need Confucius? The answer probably would be no. Then ask the question: If you have to work with other people to build a car, would you need Confucius? In this way the relevance of the teaching of Confucius could be indicated.

32. Devise a case study of the typical Chinese in traditional China. Use the case study for discussion of the community in traditional and modern China.

33. Have students make their own "Confucian Notebooks" containing in their words the teachings of Confucius.

34. Discuss with the class the significance of holidays. In the discussion compare the celebration of Teacher's Day with the American celebration of George Washington's birthday.

35. Direct the class to search for current articles on China and report their findings. Discuss the influence of Confucius in the events which are reported.

Culminating activities of the unit include:

1. Plan the unit to conclude with a Teacher's Day. On the last day, have a class celebration of the occasion with a Chinese meal.

2. Have students prepare scrapbooks of life in a Chinese community and include their own drawings.

3. Contact an English speaking teacher in Taiwan and exchange tapes and slides of the students work. Person-to-person contact by phone would make for an exciting conclusion to the unit.

4. Invite an official from the Taiwan government of Chinese foreign students to visit the class.

5. Take a field trip to a home of a Chinese family in the community.

6. Have the students write a story of life in a Chinese community.

7. Ask the students to write a pageant of the Chinese community. Produce the pageant and videotape the final production.

8. Divide the class into small groups to work on a mural of the Chinese community. The mural could be in four parts: the rural community, the urban community, the overseas community in Asia, the Chinese community in the United States.

9. Publish a special edition of a newspaper on the Chinese and Iowan community. Include imaginary interviews between Iowans and Chinese plus student drawings.

10. Produce a slide/tape demonstration of the unit of study. Slides of each student's work could be taken and the script written by the students.

Finally, evaluative activities of the unit include:

1. Measure empathy by using a matching device consisting of a list of common personality traits to which the student responds twice: the first response indicating whether he thinks the trait is characteristic of Americans, the second response indicating whether he thinks the trait is characteristic of Chinese. If both responses match, empathy is indicated. Examples of character traits include: peaceful, hard working, sense of humor.

2. Evaluate level by using a scale device consisting of five points reading from all, most, about half, few, or none to which the student responds by selecting one point indicating his assessment of a series of individual understandings. For example, the student is asked: How many Chinese follow the teachings of Confucius? The consistency of his response to a series of similar items indicates the student's level.

3. Compose a brief test of items of information on the Chinese community. Test items should be preferably in the multiple choice format.

4. Evaluate completed student outline maps for demonstration of student map skills.

5. Construct a matrix of the discussion pattern in class to determine the participators.

6. Upon conclusion of the unit, ask students to compile a list of 10 statements which describe the Chinese community. Their efforts will indicate the ability to generalize.

7. From the slides shown in class, choose ten and ask the students to identify the community which is depicted. The ten slides should include examples from each of the communities discussed in class.

8. Construct an attitude survey which would indicate the students' attitude toward the Chinese. Administer the survey prior to formal study and at the conclusion of the formal study to determine any attitude change.

9. Choose five terms used in class and ask the students to define the terms.

10. Discuss, with the students, criteria for evaluating student work. From the list of mutually agreeable criteria, evaluate the slide/tape demonstration.

Although these activities must be modified for a particular group of students, the primary objective of the study is constant: development of an understanding of the Chinese community.

INDIA IS PEOPLE

In this unit, students begin their study by preparing to visit selected villages and cities of India. The student is directed to prepare for the trip by planning in consultation with a travel agent. In planning the trip, an opportunity is also provided for the teacher to introduce inductive procedures to the student. For example, a suitcase is used to introduce the concept of culture to the student. A student is asked to bring a suitcase to class and demonstrate the practical use as a container of things needed on the trip such as clothes, shoes, and toilet items. The teacher then suggests the suitcase is an idea--a container of cultural baggage which is carried by everyone wherever they go; it contains the words, family relations, songs, and belief of the carrier. Further, the styles and forms of a suitcase change; similarly, the styles and forms of a culture also change. Thus, the student learns inductively that culture is an idea and a thing which changes.

In addition, the teacher introduces sensitivity training procedures to the student. Of the cluster of relatively independent components which make up sensitivity, the components of level and empathy are most suitable for beginning training. In regard to level, a pre-test of the level component is helpful in alerting the class and teacher to the existence of level. For example, the Encyclopedia Britannica film, "Farmers of India", is shown to the class. After the showing, each member of the class rates the boy character in the film on a three point scale on each of six traits: self-assurance, leadership, friendliness, feeling, pride, and confidence. The pattern of choice for each trait is then tabulated, analyzed, and discussed for indication of level.

As to empathy, the teacher seeks to establish a feeling of similarity by the student with the peoples of India. But as no one group is completely similar, the teacher also alerts the student to the differences between the peoples of India and himself. Again, a pre-test aids the teacher in this task. For example, a list of hypothetical Indian interests is indicated on a pre-test. The student is asked to rate each interest as would a typical Indian and as himself. By tabulating the responses which were identical, an empathy score is determined. During the course of the study, the test is administered again to determine the change, if any, in the student's empathy for the people of India.

With his suitcase in mind, the student begins his study of India. He travels vicariously to New Delhi, via slides. He tours old and new Delhi and sees the contrast of traditional and modern urban India. Of immediate interest to him are the modern government buildings, the national museum, and the new American embassy. More lasting are the visual impressions of the traffic policeman, bullock carts, sacred cows in the streets, pedicabs, sidewalk shops, shop fronts, movie ads, refugee tents, slums. And most important are the views of the people: the young, children on a playground, women in a bazaar, college students, and a member of the Indian National Congress. The next stop on the imaginary itinerary is a village outside of Delhi. The student is oriented to daily life in a village and utilizes a case study of one village for furthering his understanding of rural life in India. Here the student sees slides of the peacock by the road, the cow dung heaps, and the mud brick houses. He also sees slides of the well, the school house, the potter, and the village Panchayat meeting.

Leaving the village, the student journeys to Madras, Hyderabad, Bombay, and Calcutta. The teacher directs him to compare these cities to cities of the United States. In making a comparison, the student discusses the minimum standard of living in the large cities of India. Examples of food, shelter, and personal service requirements in India are noted in the class discussion and compared to similar examples in the United States. Finally, he contrasts rural and urban India, and is directed to contrast and compare rural and urban India to rural and urban United States. Returning home from Calcutta, the student thus becomes more sensitive to a cultural bond between the peoples of India and the peoples of the United States which is not easily broken by the existence of separate nations. India, he has learned, is people.

The study proceeds in three phases as noted below:

I. A Trip to India

II. The Setting

III. Urban and Rural India

During each phase, the following concepts are introduced:

I. A Trip to India

1. India is people

2. The word "India" has several different meanings.

3. The word "Bharat" is the Indian word for India.

II. The Setting

4. The behavior of the people of Bharat is affected by geographic factors.

5. The behavior of the people of Bharat is conditioned by available resources.

III. Urban and Rural India

6. The primary group of the people of Bharat is the family.

7. The secondary group of the people of Bharat is "caste."

8. In Bharat, people are very numerous.

9. In Bharat, people live in different ways.

10. In Bharat, people live in villages and cities.

11. In Bharat, most people live in villages.

12. In village Bharat, many people are farmers.

13. In city Bharat, many people are merchants and factory workers.

14. In city Bharat, many people live closely together.

15. In Bharat, many people do not have enough food to eat.

16. In Bharat, many people live below a minimum standard of living.

17. In Bharat, many people are changing their ways of living.

18. In Bharat, people are striving to improve their way of living.

19. In Bharat, people travel by train, plane, car, and foot.

20. Travel to Bharat is easier than understanding Bharat.

In order to develop these concepts, the content of the study includes:

I. A Trip to India

1. Planning the Trip
   A. location and image of India
   B. selection of the itinerary
   C. possible means of travel
   D. determining the costs
   E. government regulations
   F. choosing appropriate clothes
   G. packing the suitcase

2. Travel to India
   A. time involved in air transit
   B. the "closeness" of India
   C. technical facilities--a comparison
      1. local airport
      2. Chicago airport
      3. San Francisco airport
      4. New Delhi airport
   D. customs
   E. personal contacts - a comparison
      1. American and Indian travel agents
      2. American and Indian airline stewardesses
      3. American and Indian customs officials
      4. American and Indian hotel clerks
   F. United States Embassy

II. The Setting

3. Geography of India
   A. definition of India
      1. India and Bharat
      2. India and the subcontinent of Asia
      3. India and South Asia
      4. India and Greater India
   B. Bharat
      1. location
         a. subtropic zone
         b. a triangular peninsula bordered by the Indian Ocean to the west and the Bay of Bengal to the east
         c. physical barriers of the mountains
         d. center of air routes between East and West
      2. climate
         a. temperature
         b. rainfall
         c. elevation
         d. monsoon dominated
         e. seasons
      3. regions
         a. mountains
         b. Indo-Ganetic Plains
         c. the Deccan Plateau
         d. fertile plains on the coast
      4. land
         a. distances in Bharat--North to South, East to West
         b. resources
            (1) iron ore
            (2) coal
            (3) manganese
            (4) mica
            (5) hydro-electric power potential

c. land use
(1) farming
(2) usable land
(3) main crops--wheat, rice, sugar, tea
(4) production yields
(5) food supply
d. transportation
(1) major river systems
(2) lack of good harbors
(3) lack of navigable internal waterways
(4) a railroad system
(5) accessibility to the West
e. urban centers
(1) large, unplanned, cities
(2) indigenous cities
(3) conqueror's cities
(4) industrial development
(5) as an attraction to the villager
f. population
(1) number of people
(2) percentage of rural people, urban people
(3) percentage of increase in population
(4) birth and death rates
(5) density of population
(6) family
(7) caste

III. Urban and Rural India

4. New Delhi, Bharat
A. the National Buildings
1. parliament
2. President's house
3. museum
B. a comparison
1. the American Embassy
2. State Capitol, Des Moines, Iowa
C. activities of people
1. policemen directing traffic
2. children playing
3. women shopping
4. student attending college
5. member addressing Parliament
6. parades
D. major industries

5. Village Bharat
A. a comparison
1. the buildings of New Delhi
B. activities
1. daily life in the village
2. conversations with the people
3. the village "Panchayat"

4. drawing of water
5. a prayer meeting

C. agricultural way of life

6. City Bharat
   A. other major cities
      1. Madras
      2. Hyderabad
      3. Bombay
      4. Calcutta
   B. the means of transportation
      1. the railroads
      2. plane, car
      3. foot
   C. the minimum standard of living
      1. food
      2. shelter
      3. personal
      4. services
      5. total costs
      6. available income

7. Village and City Life in Bharat
   A. village Bharat
      1. a rural way of life
      2. a poverty stricken way of life
      3. a traditional way of life
      4. a slow moving way of life
      5. a stable and secure way of life
      6. standard of living
   B. city Bharat
      1. a mercantile and industrial way of life
      2. poverty stricken and crowded way of life
      3. a less traditional way of life
      4. contact with outsiders
      5. continually attractive way of life for many Indians in village
      6. standard of living
   C. change in Bharat
      1. the British legacy
      2. the attraction of the West
      3. the role of the government
      4. the role of the United States

8. Bharat and the United States
   A. in time
   B. geography
      1. location
      2. climate
      3. regions
      4. language

C. village life
   1. a rural way of life
   2. size of farms
   3. production yields
   4. standard of living
D. city life
   1. an urban way of life
   2. size of the cities
   3. industrial production
   4. standard of living
E. change
   1. the British legacy
   2. the influence of the West
   3. the role of the government
   4. the role of Bharat
F. rural or urban?
   1. Bharat as a rural nation
   2. United States as an urban nation

Moreover, appropriate instructional activities are necessary to develop student understanding. Initiatory activities of the unit include:

1. Ask the students to bring examples of newspaper and magazine articles on India to class.

2. Indicate the location and relative size of India by use of map of Asia and student outline maps.

3. Read from Mark Twain's Following the Equator of Twain's trip to India.

4. Use the opaque projector to show pictures of India from a recent periodical such as the July 12, 1966 issue of Look.

5. Read a fable to the class.

6. Introduce the text by a contrast and comparison of parades in Cedar Falls and New Delhi.

7. Review a recent episode of a television show which is set in India.

8. Have the class make a list of the "facts" they know about India. Use the list in adopting future lesson plans.

Developmental activities of the unit include:

1. Plan a trip to India by air and have students work out the times, distances, and costs of the trip.

2. Place the route to be taken on an outline map.

3. Invite a travel agent to class and discuss the necessary travel arrangements to be made.

4. Invite the school nurse to discuss the innoculation one must receive before traveling abroad.

5. Bring a suitcase to class. Ask the class what they would need in their suitcase in order to travel to India. Note on the board their suggestions. Next, ask the class what other people might place in their suitcases, and note these on the board. Finally, suggest the possibility of the suitcase as an idea and ask what ideas people bring along in their travels. In this way, students can inductively be led to an understanding of the concept of culture.

6. Use a flashlight and globe to introduce the discussion of the seasons.

7. Show a set of slides depicting the local airport, the Chicago airport, the San Francisco airport, and the New Delhi airport, and discuss with the class the apparent similarities and differences.

8. Borrow the film #718 Plane Talk from the Northwestern Bell Telephone Company and show to the class. The film gives the viewer a ride beside the pilot of a jet airliner and takes him into the major airports.

9. Write a letter of inquiry for information to the Embassy of India. Ask to receive the India News.

10. Invite an airline stewardess to class to discuss her experiences as a stewardess.

11. Show slides of city and village life in India.

12. Use visual materials such as the Fideler's Visual Teaching Aids India to portray life in village India.

13. Show the film India: The Land and People to introduce the geographic study of India.

14. Use the filmstrip materials on India available from the Audio-Visual Center of the University of Northern Iowa.

15. Borrow relevant films from the Information Service of India, Embassy of India, 2107 Massachusetts Avenue, N. W., Washington, D. C. 20008.

16. Role play with the students by having the teacher be the tour guide and the students be the tourists. Air India or the Information Service of India will furnish descriptive materials.

17. Simulate conversations with the people in village India by extracting from Kussum Nair's Blossoms in the Dust (New York: Praeger, 1961).

18. Work out in class the density of population in selected Indian cities with the density of population in comparable American cities. Compare in class. Also, compare the predicted population densities for 1975 and 2000.

19. Draw a chart of the minimum standard of living for Americans and for Indians. Compare in class.

20. Use a projectual to illustrate the urbanization process in India compared to the United States.

21. Read to the class selections from imaginative literature to indicate the nature of life in village India.

22. Prepare a projectual map of an Indian village. Use in the class to illustrate the relative isolation of the village, and location of the fields. An information source is Seymour Fersh Story of India (New York: McCormick-Mather, 1965).

23. Build a diorama of an Indian village.

24. Have the students role play as visitors to India who are asked to present a brief program on things they found different in India.

25. Utilize a set of transparencies for comparison of Bharat, United States, and Iowa.

26. Assign groups to prepare a visual report contrasting and comparing Bharat and Iowa. Useful sources for the latter include the Palimpset, and the Iowan; for the former, the Illustrated Weekly of India.

27. Contrast and compare a recent television show set in India with the image of India depicted in the text.

28. Organize a student clipping and pamphlet file on Bharat.

29. Use the current newspaper for discussion and news accounts of Bharat.

30. Have students prepare a bulletin board on Bharat.

31. Contrast and compare a copy of the Times of India with the Des Moines Register.

32. Discuss in class the differences and similarities of life in village and city India. Contrast and compare with life in village and city United States.

33. Have the students prepare a folder for each class day devoted to study of India.

34. Show the film Asian Earth as an example of life in village India.

35. Divide the class into four groups and have each group read a case study written by the teacher. The case study would be of four different Indian villages, each with a particular characteristic. A useful source of information is the article by J. Anthony Lukas "Village of Hunger..." New York Times October 2, 1966, p. 30.

36. Draw a timeline of Iowa and India's history on a projectual. Discuss the historical difference between the two cultures.

37. Plant some rice in milk cartons, and have several students cultivate the rice.

38. Contrast and compare the "sacred cow" with the automobile in the United States.

39. Have the students make a map indicating the major resources and industries of Bharat.

40. Show the film Farmers of India. The film is dated but still useful commentary on rural life.

41. Write a worksheet on "things to look for" for students to complete as they study about India. The worksheet could contain a list of examples of familiar things which the students are to check for their presence in India.

42. Make a student's version of the puzzle map of India used for the bulletin board, "Can You Put Me Together?"

43. To demonstrate the relative population density of India, use student outline map of India and the United States of identical scale and a box of kernel corn. For each kernel, assign a representative number of people such as 1 kernel = 4 million people. Direct the students to place the kernel on the maps. This activity could be also useful in depicting population distribution.

44. Arrange a reading table with books and magazines on India. Use the "Books from India" and American materials.

45. Visit a museum to view artifacts from India.

Culminating activities of the unit include:

1. Have a "Visit India Day" by preparing a luncheon of Indian food, displays of student projects, and Indian artifacts.

2. Invite an Indian exchange student to visit with the class.

3. Make a mural depicting the trip taken to India.

4. Present simulated Voice of America Programs on American youth views India, during which students would discuss their images of India.

5. Exchange letters and slides with a class in India.

6. Divide the class into small groups and have each group report on one aspect of Indian life and compare the aspect with American life.

Finally, evaluative activities of the unit include:

1. Measure level by using a three point scale which is applied to visual materials such as the Encyclopedia Britannica Film Farmers of India. First, show the film to the class. Then ask the class to rate the boy character in the film on the three point scale as to the traits of self-assurance, leadership, friendliness, feeling, pride, and confidence. The pattern of choice for each trait is then tabulated and analyzed for indication of level.

2. Evaluate empathy by making a list of hypothetical typical Indian characteristics. Ask the students to respond to each of these interests as would a typical Indian and as a typical American. Tabulate and correlate the responses. Empathy would be indicated by the number of times a student responded similarly as a typical Indian and as a typical American.

3. Compose a test of information. Quiz items should be preferably in the multiple choice format.

4. Appraise completed student outline maps, diaries, and reports as to student accomplishment in map, writing, and oral skills. If a folder is completed by each student, evaluate the students' folders on a point basis by assigning a point for completion of the assignment and an additional point for above average achievement for an extra credit assignment. A set of 10 assignments would total 20 possible points.

5. Devise a matrix of the discussion pattern to determine the participants. An observer or teacher's aid could carry out this task.

6. Upon conclusion of the unit, ask the students to write what they feel is the greatest difference and the greatest similarity between India and the United States. Their efforts will indicate a sampling of the children's ability to contrast and compare as well as ability to generalize.

Although these activities must be modified for a particular group of students, the primary objective of the study is constant: development of an understanding of rural and urban India.

BIBLIOGRAPHY

Although limited, a variety of supporting printed materials on China and India are available to the teacher. Especially noteworthy are sources which describe possible approaches to teaching about Asia, reference books, children's books, and bibliographic guides to further reading.

Approaches

In regard to possible approaches, a distinctive methodology for teaching Asia has yet to be developed. However, several general suggestions are noted in the National Association of Secondary School Principal's Bulletin of January, 1967. A complementary issue of Intercom October, 1968, also suggests current approaches and reports on social studies projects concerned with teaching world affairs. In addition, David Mallery's Asia and Africa (Boston: National Council of Independent Schools, 1962) discusses programs and proposals for teaching Asia in selected independent schools.

Moreover, several teachers in the university have authored guides to teaching about China, India, and Japan. Particularly useful in teaching about East Asia is Harold Hinton's Major Topics on China and Japan (New York: Institute of Pacific Relations, 1957). Compiled from a special Harvard Summer School offering on the history of far eastern civilizations, Major Topics includes short essays in capsule form on various topics on China and Japan. A bibliography is also included.

Specific guides to teaching about China and India include: Carrington Goodrich's A Syllabus of the History of Chinese Civilization (New York: China Society, 1958) and Joseph Elder's Civilization of India Syllabus (Madison: University of Wisconsin, 1965). Elder's Syllabus is more recent

and is accompanied by Articles and Excerpts to Accompany the Civilization of India Syllabus (Madison: University of Wisconsin, 1966). Goodrich's Syllabus was published originally in 1929, but has been revised. A more current guide on China is J. Gentzler's A Syllabus of Chinese Civilization (New York: Columbia, 1968). All of the guides, however, are intended for university students or adult groups. But they are useful to the teacher for suggestions as to the organization of content.

Recent developments, however, are noted in the Yearbooks and Social Education, published by the National Council for the Social Studies. Of particular interest is the 1954 Yearbook entitled Approaches to an Understanding of World Affairs (Washington D. C.: National Council for the Social Studies, 1954). Although dated, this Yearbook contains basic information on China, East and South Asia, India and Pakistan. Useful suggestions for teaching an understanding of world affairs are also included. Also of interest is the 1964 Yearbook entitled New Perspectives in World History (Washington D. C.: National Council for the Social Studies, 1964). This Yearbook notes new perspectives on East Asia and India; it also comments on the study and teaching of world history in the secondary school. More current, however, is "Asia: the New, the Old, the Timeless" - a special issue of Social Education November, 1969.

Reference Books

Also useful are reference books which provide information on Asia and the world. Moreover, reference books are immensely useful for correlating events in time and space in order to gain a general perspective of Asia. In addition, reference books provide answers to specific

questions and indicate sources for further reading. Of particular value are atlases, chronological tables, documents, handbooks, and general accounts of Asia, China and India.

Atlases

Two general atlases useful to the teacher are: Sjoerd DeVries' An Atlas of World History (London: Nelson, 1965), DeVries' Atlas is based on the author's Elservier's Historische Atlas and contains exceptionally clear plates. Maps on Asia in DeVires' Atlas include Asia in the nineteenth century, India and Burma, 1756-1914, India in the time of Clive, Japan, 1854-1954, and the Middle East to 1960. Rand McNally's Atlas is an atlas of one-hundred-and-twenty maps illustrating the history of the world since ancient times. Designed primarily for use in the United States, Rand McNally's Atlas indicates greater detail as to Europe and North America. Asia is depicted at successive periods of its history. Pages of explanatory text are also interleaved with the maps.

Of particular use are the available atlases on China, India, and Japan. A very useful atlas on the history of China is Albert Herrmann's Historical Atlas of China (Chicago: 1966). Based on Herrmann's Historical and Commercial Atlas of China published in 1935 by the Harvard-Yenching Institute, this new edition contains fifty-three maps and many color plates. Particularly useful are the maps on the Manchu Empire and the European powers, and the Ching dynasty. For India, one of the better atlases is Cuthbert Davies' An Historical Atlas of the Indian Peninsula (New York: Oxford, 1963). Davies' Atlas contains 47

maps on India. Especially useful for study of ancient and medieval India, Davies' Atlas also contains maps on modern India. The plates are exceptionally clear and notes are provided for each plate.

Chronological Tables

Events in Asia, of course, do not occur in isolation from other events in the world. Further, correlation of events by the teacher aids the student in understanding the external as well as the internal dimension of events. Particularly useful in despelling the myth of isolated events and for correlation of events are: William Langer's An Encyclopedia of World History (New York: Houghton Mifflin, 1956), Maria Penkala's A Correlated History of the Far East (Tokyo: Tuttle, 1966), and S. H. Steinberg's Historical Tables (New York: St. Martin, 1967).

The Encyclopedia of World History is the successor to Karl Ploetz's Epitome of History which was first translated into English in 1883. The present edition is the revised third edition and includes events from 1945 to April, 1952. Primarily a political history, the Encyclopedia of World History is a handbook of historical facts in chronological order with a relatively smooth narrative. A composite work, the Encyclopedia of World History was edited by William Langer. Maria Penkala's A Correlated History of the Far East is more sharply focused and provides chronological tables and maps of China, Korea, and Japan. The correlation by Penkala is among these three cultures and related events. Very detailed, A Correlated History of the Far East must be supplemented with other chronological tables in order to attain an Asian view or a world view.

Finally, S. H. Steinberg's Historical Tables enumerate the major events in the history of civilization from 58 to 1965 A. D. Compiled in the belief that civilization is a cooperative achievement and a common heritage, Historical Tables nevertheless is predominately the history of the British Commonwealth and the United States. The Tables are arranged in six columns which detail the relations of powers, constitutional history, economic history, natural science, and cultural life with some variation for earlier times. Especially useful for correlating major events as seen by an Englishmen, Historical Tables provide the bones of British history with the flesh supplied by the Cambridge histories.

Documents

In addition to atlases and chronological tables, collections of documents are most helpful. Of particular value are: William DeBary's Sources of Chinese Tradition (New York: Columbia, 1960) and Sources of Indian Tradition (New York: Columbia, 1958). Both collections include introductory notes to each document.

Handbooks

Supplementing the information in the chronological tables and atlases are handbooks. Two useful handbooks are: Handbook of Oriental History (London: Royal Historical Society, 1966) issued by the School of Oriental and African Studies of the University of London, and Guy Wint's Asia, A Handbook (New York: Praeger, 1966). The Handbook of Oriental History contains sections on India, China, Japan, as well as on South East Asia. Each section is written by a specialist who provides a guide to romanization of words, names and titles, place names, a select glossary, systems of dating, and dynasties and rulers. The School of Oriental and

African Studies also provides a companion volume describing historical writings on the peoples of Asia - Historical Writing on the Peoples of Asia (New York: Oxford, 1961-62).

Very different is Guy Wint's Asia, A Handbook which contains basic information on each country in Asia. In addition, Asia, A Handbook contains essays of political, economic, social, cultural, and religious aspects of Asian civilizations. Post war treaties and agreements are also noted. Asia, A Handbook is current to March, 1965.

General Accounts

Finally, general accounts provide syntheses of the events in Asia. These general accounts include geographies, histories from differing points of view, and a continuing source during the time of the events described. The latter is represented by the Annual Register or a View of the History, Politics, and Literature (London: Longman, 1758-1963). An English source, the Annual Review provides a running commentary on the affairs of the British empire and the world. Especially valuable are the early editions of the Annual Register which reprinted debates in the House of Commons.

Accurate geographic description of Asia is also necessary. Three basic geographies are: George Cressey's Asia's Lands and Peoples (New York: Houghton Mifflin, 1963), Norton Ginsburg's The Pattern of Asia (New York: Prentice Hall, 1958), and L. Dudley Stamp's Asia: A Regional and Economic Geography (New York: Dutton, 1962). Cressey's Asia's Lands has often been cited as the most complete descriptive, single volume reference geography on Asia. Ginsburg's The Pattern of

Asia is more of a cultural geography which emphasizes the social science approach. Stamp's Asia, however, is the standard geographic text on Asia. First published in 1929, Stamp's Asia is now in its eleventh edition.

Similarly, accurate histories of Asia are also necessary. The major English histories of Asia are included in the Cambridge Modern History (London: Macmillan, 1909-1926). Especially useful is Volume 7 on the United States (1906), Volume 11 on the Growth of Nationalities (1909), and Volume 12 on the Latest Age (1910). The Cambridge Modern History was replaced by the New Cambridge Modern History (Cambridge: University Press, 1957-). Especially useful in this series is Volume 8 on the American and French Revolutions (1965), Volume 9 on War and Peace in an Age of Upheaval (1965), Volume 10 on the Zenith of European Power (1960), and Volume 11 on Material Progress and World Wide Problems (1962). Both series include bibliographies and are written by a number of authors.

Four major American histories of Asia are: Paul Clyde's The Far East (New York: Prentice Hall, 1958), Paul Eckel's The Far East Since 1500 (New York: Harcourt, 1947), Kenneth Latourette's A Short History of the Far East (New York: Macmillan, 1968), and G. Nye Steiger's A History of the Far East (Boston: Ginn, 1936). The books by Clyde and Eckel pertain to eastern and southeastern Asia; however, Clyde focuses upon Asia during the nineteenth and twentieth centuries and Eckel on Asia since 1500. The books by Latourette and Steiger also discuss southern Asia. Steiger's book is more detailed, but Latourette's book is more recent -- now in its fourth edition. Lacking from both American and English accounts, however, is the Asian point of view. But

relatively few Asian histories of Asia have yet been written. One exception is Kavalam M. Panikkar's Asia and Western Dominance: A Survey of the Vasco da Gama Epoch of Asian History, 1498-1945 (London: Allen, 1953). Unfortunately, Panikkar's discussion is marred by a partisan review of Western contacts with Asia since the time of the great discoveries. Yet, his thesis of the essential unity of the epoch and its demonstration of the limitations of sea power is thought provoking and merits attention.

CHINA

General accounts of China by Western writers include: George Cressey's China's Geographic Foundation (New York: McGraw-Hill, 1934), C. P. Fitzgerald's China: A Short Cultural History (New York: Praeger, 1961), L. Carrington Goodrich's A Short History of the Chinese People (New York: Harper, 1959), Kenneth Latourette's The Chinese: Their History and Culture (New York: Macmillan, 1964), and T. R. Tregear's The Geography of China (Chicago: Aldine, 1965). Of these general accounts, Cressey's China's Geographic Foundation and T. R. Tregear's The Geography of China are standard geographic descriptions of China.

Similarly, the works by Fitzgerald, Goodrich, and Latourette are the standard historical accounts of China. Of these accounts, Latourette's The Chinese is the most comprehensive and most widely used. First published in 1934, The Chinese is divided into two volumes. Volume 1 discusses geography, the beginnings, and the various dynasties; Volume 2 is a topical discussion. Goodrich's A Short History is less comprehensive but more readable history of China. Fitzgerald's A Short Cultural History is also less comprehensive but does devote special attention to thought, art, and literature.

Finally, general accounts by Chinese writers include: Ch'ang-tu Hu's China (New Haven: Human Relations Area File, 1960), and Yutang Lin's My Country and My People (New York: Reynal, 1935). Both authors, however, are "westernized" Chinese; yet, each does communicate the flavor of Chinese culture. Lin's My Country and My People is an older work which reflects idealized traditional, intellectual and aesthetic values

of China's upper classes. Ch'ang-tu Hu's China is a more scholarly work drawn from the Human Relations Area Files. However, Hu's interpretations of the Chinese character are open to question.

A recent general account by a Chinese author is China in Crisis (Chicago: University of Chicago, 1968). Edited by Ping-ti Ho, China in Crisis is a collection of essays written by specialists and published in two volumes. Of these essays, three are particularly outstanding: Ping-ti Ho's "Salient Aspects of China's Heritage," Norton Ginsburg's "On the Chinese Perception of a World Order," and S. N. Eisenstadt's "Tradition, Change, and Modernity: Reflections on the Chinese Experience." Ho's essay is valuable for reviewing the sweep of Chinese history whereas Ginsburg's essay is useful for describing the traditional model of world order for the Chinese, and Eisenstadt's essay for detailing the major stages in China's encounter with modernity.

India

General accounts of the history of India by British authors include: John Allan's The Cambridge Shorter History of India (Cambridge: University Press, 1934), Percival Griffiths' British Impact on India (London: McDonald, 1952), William Moreland's A Short History of India (London: Longman, 1957), Hugh Rawlinson's A Concise History of the Indian People (New York: Oxford, 1960), Oskar Spate's India and Pakistan (London: Mathuen, 1967), and Thomas Spear's India, Pakistan, and the West (London: Oxford, 1952).

Of these accounts, Spate's Indian and Pakistan is a general and regional geography which discusses the land, the people, and economy,

and the "face of the land". The other general accounts are primarily historical accounts. Allan's Shorter History of India is a political history of India to 1919. Designed as a component of the Cambridge History of India, the Shorter History contains a chapter on Warren Hastings and the Regulatory Act and also a chapter on the establishment of the East India Company as the supreme power in India (1784-1818). The second edition of the Shorter History also contains a chapter of the last phase (1919-1947).

Another short history is Moreland's A Short History of India. First published in 1936, Moreland's Short History is one of the better texts in Indian history. Included in the earlier editions of Moreland's Short History is an appendix on Indian nomenclature and chronology. Similar to Moreland's Short History is Rawlinson's A Concise History of the Indian People. Covering the period from ancient times to 1947, the Concise History is very well written and, indeed, is a popular account. Designed for the student preparing for the matriculation examination of the Indian universities, the Concise History comments specifically on the foundations of the British rule in Book III, entitled Modern India.

More extensive is Thomas Spear's India, Pakistan, and the West. In India, Pakistan, and the West, Spear surveys Indian history, discusses the British contribution and the Indian response, and also includes materials on the post-independence period. A more interpretive account, however, is Percival Griffith's British Impact on India. Primarily concerned with the pre-Mutiny period of Indian history, Griffith's account contains a chapter on the East India Company and is

especially valuable for information on economic change in British India.

Finally, two Indian general accounts are: Remesh Majumdar's The History and Culture of the Indian People (London: Allen, 1957), and Jawaharlal Nehru's The Discovery of India (Calcutta: Signet, 1946). Of the two accounts, Nehru's Discovery of India is the better introductory survey of the history of India. Written by Nehru in prison during April to September, 1944, the Discovery of India is a major statement on the history of India by one of India's greatest leaders. In contrast, The History and Culture of the Indian People is a composite, scholarly work written by specialists. Intended as an Indian version of the Cambridge histories, The History and Culture of the Indian People contains comment on British "Paramountcy" and imperialism in Volume 9.

Children's Books

In addition to reference books, supplementary materials are necessary in order to provide for individual differences among students. Currently available children's books on Asia, the Chinese community, and the people of India include:

Asia

Title	Reading Level
Africa and Asia. New York, Childrens Press, $6.00	Grades 7-12
Betz, Betty. Betty Betz in Teen Asia. New York, Random, 1951.	Grades 7-9
Price, Christine. Cities of Gold and Isles of Spice. New York, McKay, 1965.	Grades 7-12
Quinn, Vernon. Picture Map Geography of Asia. New York, Lippincott, 1963.	Grades 3-up

Ceylon

Maxwell-Lefroy, Cecil. Land and People of Ceylon. New York, Macmillan, 1965.	Grades 6-10
Wilber, Donald N. Land and People of Ceylon. New York, Lippincott, 1963.	Grades 6-10
Zinkin, Taya. India and Her Neighbors. New York, Watts, 1968.	Grades 5-up

China

Appel, Benjamin. Why the Chinese Are the Way They Are. New York, Little, 1968.	Grades 6-up
Bertram, James M. Young Traveler in China Today. New York, Branford, 1961.	Grades 7-10
Bryan, D. Land and People of China. New York, Macmillan, 1965.	Grades 6-10

	Reading Level
Burland, Cottie. Ancient China. New York, Dufour, 1961.	Grades 4-8
Caldwell, John C. Let's Visit China. New York, Day, 1963.	Grades 4-8
Geis, D., ed. Let's Travel in China. New York, Children's Press.	Grades 3-6
Joy, Charles R. Getting to Know the Two Chinas. New York, Coward, 1960.	Grades 2-6
Liang, Yen. Happy New Year. New York, Lippincott, 1961.	Grades 1-3
Lin, Yutang, Chinese Way of Life. New York, World, 1959.	Grades 6-up
Loewe, Michael. Everyday Life in Early Imperial China. New York, Putnam, 1968.	Grades 7-11
Lum, Peter. Great Day in China. New York, Abelard, 1963.	Grades 1-4
Pine, Tillie S., and J. Levine. Chinese Knew. New York, McGraw, 1958.	Grades K-4
Scovel, Myra. Red Is No Longer A Color. New York, Friendship.	Grades 3-6
Spencer, Cornelia. Ancient China. New York, Day, 1965.	Grades 5-10
_____. Land of the Chinese People. New York, Lippincott, 1964.	Grades 6-10
_____. Made in China. New York, Knopf, 1952.	Grades 7-11

Hong Kong

Darbois, Dominique. Kai Ming, Boy of Hong Kong. New York, Follett, 1960.	Grades 3-6
Geis, D., ed. Let's Travel in Hong Kong. New York, Childrens Press.	Grades 3-6
Herrmanns, Ralph. Lee Lan Flies the Dragon Kits. New York, Harcourt, 1963.	Grades 2-4
Joy, Charles R. Getting to Know Hong Kong. New York, Coward, 1962.	Grades 2-6

	Reading Level
Sasek, M. This is Hong Kong. New York, Macmillan, 1965.	Grades 4-6
Schloat, G. Warren, Jr. Fay Gow, A Boy of Hong Kong. New York, Knopf, 1964.	Grades 2-5
Vittengl, Morgan J. All Round Hong Kong. New York, Dodd, 1963.	Grades 5-8
_____. All Round Hong Kong, New York, Hale, 1966.	Grades 6-12
World Friends: In Hong Kong and Korea. New York, Friendship Press, 1962.	Grades 1-6

India

Bothwell, Jean. First Book of India. New York, Watts, 1966.	Grades 4-8
_____. Story of India. New York, Harcourt, 1952.	Grades 7-9
Bryce, L. Winifred. India: Land of Rivers. New York, Nelson, 1966.	Grades 6-10
Caldwell, John C. Let's Visit India. New York, Day, 1960.	Grades 4-8
_____. Our Neighbors in India. New York, Day, 1960.	Grades 1-4
Cooke, David C. Dera: Village in India. New York, Norton, 1966.	Grades 6-9
Daniell, David S. India, Flight Four. New York, Merry Thoughts.	Grades 4-7
Darbois, Dominique. Lakhmi, Girl of India. New York, Follett, 1964.	Grades 3-6
Fairservis, Walter A. India. New York, World, 1961.	Grades 6-up
Geis, D., ed. Let's Travel in India. New York, Children's Press.	
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Sen, Gertrude. Pageant of India's History. New York, McKay.	Grades 8-12
Silverstone, Marilyn, and Luree Miller. Bala, Child of India. New York, Hastings, 1968.	Grades 1-3
Spencer, Cornelia. Made in India: Story of India's People. New York, Knopf, 1963.	Grades 9-11
Thapar, Raj. Introducing India. New York, Taplinger, 1966.	Grades 6-10
Watson, Jane W. India: Old Land, New Nation. New York, Garrard, 1966.	Grades 3-6
World Friends: In India. New York, Friendship Press.	Grades 2-6
Zinkin, Taya. India and Her Neighbors. New York, Watts, 1968.	Grades 5-up

Pakistan

Bothwell, Jean. First Book of Pakistan. New York, Watts, 1962.	Grades 4-6
Caldwell, John C. Let's Visit Pakistan. New York, Day, 1960.	Grades 4-8
Feldman, Herbert. Land and People of Pakistan. New York, Macmillan.	Grades 7-9

	Reading Level
Lang, Robert P. Land and People of Pakistan. New York, Lippincott, 1968.	Grades 7-up
Laschever, Barnett D. Getting to Know Pakistan. New York, Coward, 1961.	Grades 2-6
Zinkin, Taya. India and Her Neighbors. New York, Watts, 1968.	Grades 5-up

Singapore

King, Seth. Getting to Know Malaysia and Singapore. New York, Coward, 1964.	Grades 2-6
Moore, Joana. Malaya and Singapore. New York, Macmillan.	Grades 7-8

For Further Reading

Finally, bibliographic guides to further reading include: the American Historical Association's Guide to Historical Literature (New York: Macmillan, 1961), the Harvard Guide to American History (Cambridge: Harvard, 1954), and G. Raymond Nunn's Asia, A Guide to Reference Books (Honolulu: University of Hawaii, 1967). Each guide is useful for differing collections of materials. The American Historical Association's Guide, for example, is useful for identifying major scholarly works on Asia, China, India, Japan, and other areas of the world. A successor to A Guide to Historical Literature (New York: Macmillan, 1931), the American Historical Association's Guide includes citations of 19,000 works selected and, often, annotated by specialists. Works included in the Guide are primarily political, economic, and social historical accounts, and some accounts of the arts and music. Citations of materials on Asia include the ancient Orient, early history of Asiatic peoples, the Muslim world, and Asia since early times.

In contrast, the Harvard Guide to American History is primarily concerned with American history. Edited by Oscar Handlin, the Harvard Guide contains critical essays, bibliographies, and evaluations of sources. Indeed, the Harvard Guide is more detailed than the American Historical Association's Guide; however, the scope of the Harvard Guide is more limited. Relevant materials on Asia are found in the diplomatic history sections of the Harvard Guide. Finally, G. Raymond Nunn's Asia, A Guide to Reference Books is explicitly designed as a guide to materials on Asia. Originally distributed in 1967, Nunn's Guide includes foreign

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language sources in identifying general area and individual nation references. Brief annotations of each reference book are also included. An addendum was added during the summer of 1968. A revised Guide is scheduled for publication during 1969.

Bibliographic guides prepared for the secondary teacher are available from the Asia Society and the Service Center for Teachers of History. From the former, three guides are available: A Guide to Basic Books (New York: Asia Society, 1966); A Guide to Paperbacks (New York: Asia Society, 1968); and A Guide to Films, Filmstrips, Maps, Globes, and Slides on Asia (New York: Asia Society, 1967). All three guides contain selected bibliographies especially useful to the novice teacher. A Guide to Basic Books notes three hundred and sixteen books on Asia, South Asia, South East Asia, and East Asia. However, less than ten books are noted on Asia; the remaining topics receive approximately an equal number of citations.

A Guide to Paperbacks notes approximately nine hundred paperbacks published through 1967. Fiction and non-fiction titles are included, but university paperbacks are excluded. A Guide to Films, Filmstrips, Maps, Globes, and Slides on Asia suggests examples of available materials; however, the selection is very limited. All three guides provide brief annotations of the citations. All three guides include a list of publishers and their addresses. But the guides are not comprehensive nor necessarily reflect current scholarship.

More scholarly guides are available from the Service Center for Teachers of History. Sponsored by the American Historical Association, the Service Center has published several general bibliographic guides

including: Charles Hucker's Chinese History (Washington D. C.: Service Center, 1958) and Robert Crane's The History of India (Washington D. C.: Service Center, 1965). In addition, John Fairbank's New Views of China's Tradition and Modernization (Washington D. C.: Service Center, 1968) and A. Cole's Forty Years of Chinese Communism (Washington D. C.: Service Center, 1962) comment specifically on recent patterns in Chinese history. All of the guides are written by scholars and are authoritative guides to relevant materials.

More extensive, however, are the bibliographic guides published by the University of Arizona. Included among these guides are C. Hucker's China (Tucson, Arizona: University of Arizona, 1962) and J. Michael Mahar's India (Tucson, Arizona: University of Arizona, 1964). Also useful bibliographic guides to materials on China are Mainland China (Boston: Teacher's Information Center, 1969) and Modern China (New York: Committee on U. S. - China Relations, 1967). All of these guides are selected bibliographies. Moreover, each guide contains relatively recent titles which can be acquired conveniently.

Guides to supplementary materials include: Mary K. Eakin's Good Books for Children (Chicago: University of Chicago, 1966); Growing Up With Books (New York: Bowker, annual); Hannah Logasa's Historical Fiction (New York: McKinley, 1964) and Historical Non-Fiction (New York: McKinley, 1964); Introductory Reading Guide to Asia (New York: Asia Society, 1962); Hester Hoffman's Reader's Advisor (New York: Bowker, 1964); Ralph Perkin's Reference Books (Grand Forks, North Dakota: University of North Dakota, 1965); 3300 Best Books for Children

(New York: Bowker, annual); and Leonard Kenworthy's World Affairs Guides (New York: Columbia, 1965 -).

More specialized and professional guides include: the Catalog of the Lamont Library, Harvard College (Cambridge: Harvard, 1953); Edwin Starbuck's Guide to Literature for Character Training (New York: Macmillan, 1928 -); Outstanding Biographies for College Bound Students (Chicago: American Library Association, 1965); Bernice Helff's Understanding Peoples of the Non-Western World (Cedar Falls, Iowa: University of Northern Iowa, 1967); Helen Huus Children's Books to Enrich the Social Studies (Washington D. C.: National Council for the Social Studies, 1961); Edward Lueder's College and Adult Reading List (Champaign, Illinois: National Council of Teachers of English, 1962); Murial Crosby's Reading Ladders for Human Relations (Washington D. C.: American Council on Education, 1963); G. Robert Carlson's Social Understanding Through Literature (Washington D. C.: National Council for the Social Studies, 1954); and the World History Book List for High Schools (Washington D. C.: National Council for the Social Studies, 1962).

Finally, professional guides for selecting new materials include: the Bibliography of Books for Children published by the Association for Childhood Education International; Booklist and Subscription Book Bulletin issued semimonthly by the American Library Association; the Bulletin of the Center for Children's Books published monthly by the University of Chicago Graduate Library School; Current Books issued annually as a Junior Booklist and a Senior Booklist by the National Association of Independent Schools; reviews of materials in Intercom now issued by the Center for War/Peace Studies; and citations noted in Social Education. [redacted]